



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

19818 W Hwy 85, Buckeye, AZ 85326

Liberty Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Nancy Bogart  
Schedule : 7:00 AM to 4:00 PM  
Grades : K-8  
2004 Enrollment : 869  
Web Address : [www.liberty.k12.az.us](http://www.liberty.k12.az.us)  
Phone Number : (623) 327-2810  
Fax Number : (623) 327-2819  
E-mail : [nbogart@liberty.k12.az.us](mailto:nbogart@liberty.k12.az.us)

### Mission

The mission of Liberty School is to create a child-centered environment which ensures academic and personal success for all students. Liberty School believes that all children can succeed, and that schools control the conditions of success.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Liberty will increase respectful student behavior through the use of the Responsibility Thinking Process and 'Character Counts'.
- ü Liberty will continue to implement Professional Learning Communities to improve our teaching and the learning of all students. This year's focus will be on reading achievement.
- ü Liberty students will meet or exceed state standards in all curriculum areas.
- ü Liberty Elementary will provide systems of communication to promote involvement of parents, staff, and community.

### Enrollment

October 1, 2003 School Year Student Enrollment : 748  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 165

## Instructional Programs

- Ü Standards-driven Instruction
- Ü 1st-4th Rdg. 120 Min/Day
- Ü 7th-8th Rdg. Accelerated Reader Program
- Ü Mainstreamed Special Education
- Ü Intensive Reading Intervention for K-8

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 5 minutes
First Day of School :	8/5/2004
Last Day of School :	5/27/2005

## Shared Responsibilities

### School

Liberty will provide a safe, respectful, high-trust environment for all students and parents. We will educate students to a high level of academic standards, with frequent communication from the school regarding philosophy, curriculum standards, academic progress, and programs.

### Parents

We ask parents to ensure regular attendance and provide proper clothing and nourishment. We would like them to read nightly with their children and ensure homework is completed. We ask parents to be a partner with their child's teacher in reinforcing academic goal attainment, and volunteering if possible.

## Transportation Policy

Liberty School provides transportation to all students due to the rural nature of its boundaries. Bus services are viewed as a privilege for students, and we have high expectations for student behavior to ensure their safety on the bus.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Recipient of over \$2,000 in Grants	2004
Ü Excellence in Financial Reporting - 7 Years	2004
Ü 17-year ongoing Cultural Exchange Program	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	235	75509	100	100	100	511	517	521	16	11	13	24	24	23	34	40	33	26	25	31
All Students (Prior Year)	59	203	75372	100	100	100	524	525	523	5	4	9	34	28	25	32	40	36	30	28	30
Female	38	107	37013	100	100	100	516	517	522	12	10	12	24	25	24	39	47	33	24	18	31
Male	47	128	38430	100	100	99	506	517	521	20	12	14	23	24	22	29	33	33	29	31	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	24	67	30486	100	100	99	490	500	505	28	22	18	22	22	29	44	43	32	6	13	21
Asian/Pacific Islander	--	NC	1780	--	NC	98	--	NC	549	--	NC	5	--	NC	13	--	NC	33	--	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	57	155	35192	100	100	99	522	524	534	13	8	8	20	23	19	30	39	35	37	30	39
Students with Disabilities	23	45	9708	100	100	100	499	501	489	20	22	32	20	30	27	40	26	24	20	22	17
Students without Disabilities	62	190	65801	98	98	98	513	519	525	16	10	11	24	23	23	33	41	34	28	26	33
Limited English Proficient Students	NC	17	16928	NC	100	100	NC	481	485	NC	0	29	NC	100	33	NC	0	26	NC	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	24	64	36411				494	501	503	25	13	19	19	31	29	38	40	32	19	16	20
Non-Economically Disadvantaged	61	171	39040				517	522	534	13	10	8	25	22	19	33	40	34	29	28	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	235	75492	100	100	100	515	521	519	15	8	12	18	19	16	54	53	47	13	20	24
All Students (Prior Year)	59	203	75221	100	100	100	518	524	523	7	6	8	25	17	16	55	61	56	14	16	21
Female	38	107	37014	100	100	100	519	524	523	9	5	10	15	16	15	64	57	48	12	21	27
Male	46	127	38400	100	100	99	511	519	516	21	10	14	21	22	17	44	48	47	15	19	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	24	67	30438	100	100	99	502	515	508	29	17	17	12	17	21	53	51	47	6	15	15
Asian/Pacific Islander	--	NC	1773	--	NC	98	--	NC	534	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	56	153	35177	100	100	99	521	524	528	9	5	8	20	18	13	54	52	49	17	24	31
Students with Disabilities	23	45	9707	100	100	100	507	503	495	9	14	33	27	32	21	55	46	33	9	7	13
Students without Disabilities	62	190	65785	98	98	98	517	524	522	16	7	10	16	17	16	54	54	49	14	22	26
Limited English Proficient Students	NC	18	16905	NC	100	100	NC	455	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	23	63	36302				501	514	507	33	11	18	13	20	21	47	57	46	7	11	14
Non-Economically Disadvantaged	62	172	39164				519	523	528	9	7	8	19	19	13	57	52	48	15	23	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	232	75053	100	100	99	578	601	597	15	9	7	6	6	12	72	76	72	7	9	9
All Students (Prior Year)	57	201	73654	97	100	99	523	528	530	14	9	9	16	12	13	60	75	70	9	5	7
Female	37	105	36872	97	98	99	617	639	621	12	6	5	3	1	9	73	77	74	12	15	12
Male	45	126	38109	100	100	99	544	568	573	15	11	10	9	10	14	73	76	69	3	4	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	23	65	30235	96	97	98	519	587	575	29	16	9	6	7	14	65	73	70	0	4	6
Asian/Pacific Islander	--	NC	1768	--	NC	98	--	NC	651	--	NC	3	--	NC	5	--	NC	72	--	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	55	152	35028	100	99	99	600	608	613	9	7	6	7	5	10	73	78	73	11	11	11
Students with Disabilities	22	44	9625	100	100	100	544	582	530	20	13	21	0	0	21	80	78	55	0	9	4
Students without Disabilities	61	188	65428	97	97	98	584	603	604	14	9	6	7	6	11	70	76	73	9	9	10
Limited English Proficient Students	NC	16	16765	NC	94	100	NC	519	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	NC	752				--	NC	562	--	NC	9	--	NC	18	--	NC	68	--	NC	5
Economically Disadvantaged	21	60	36077				493	575	566	33	16	10	20	9	16	47	68	69	0	7	5
Non-Economically Disadvantaged	62	172	38950				603	608	618	10	7	5	2	5	9	79	79	73	10	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	260	76019	100	100	100	505	508	499	5	8	14	48	43	39	13	14	14	35	36	33
All Students (Prior Year)	83	244	76230	99	100	100	502	508	498	3	5	12	46	38	38	16	14	12	36	43	37
Female	43	123	37207	100	100	100	498	505	499	5	7	12	51	47	41	11	13	14	32	32	33
Male	51	137	38677	100	100	100	510	511	498	5	9	15	44	38	38	14	14	13	37	39	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	33	81	29458	97	99	100	479	482	480	8	12	20	67	61	48	17	15	12	8	12	20
Asian/Pacific Islander	--	NC	1673	--	NC	99	--	NC	531	--	NC	4	--	NC	29	--	NC	14	--	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	57	163	35880	100	100	100	516	520	515	4	5	7	40	37	32	11	14	16	45	44	45
Students with Disabilities	11	43	9786	100	100	100	460	472	457	17	17	39	67	63	40	17	13	7	0	8	13
Students without Disabilities	83	217	66233	95	97	99	508	512	503	4	7	11	46	40	39	12	14	14	38	39	35
Limited English Proficient Students	10	14	15206	100	100	100	438	438	459	0	0	31	100	100	53	0	0	7	0	0	9
Migrant Students	NC	NC	745				NC	NC	473	NC	NC	22	NC	NC	53	NC	NC	11	NC	NC	15
Economically Disadvantaged	38	92	35714				485	478	480	7	10	20	52	60	47	26	18	12	15	12	20
Non-Economically Disadvantaged	56	168	40266				514	521	513	4	7	9	45	35	33	6	12	15	45	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	260	76020	100	100	100	500	505	503	16	15	25	35	30	23	43	45	40	6	10	12
All Students (Prior Year)	84	245	76202	100	100	100	504	510	505	9	9	19	34	27	24	49	51	46	9	14	11
Female	43	123	37213	100	100	100	501	506	504	14	13	22	35	29	23	43	46	42	8	12	13
Male	51	137	38666	100	100	100	499	504	501	19	18	29	35	31	22	42	43	38	5	8	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	33	81	29442	97	99	99	492	496	494	29	23	37	38	39	26	29	33	31	4	5	6
Asian/Pacific Islander	--	NC	1672	--	NC	99	--	NC	513	--	NC	12	--	NC	19	--	NC	49	--	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	57	163	35890	100	100	100	503	510	511	9	10	15	36	29	20	47	49	48	8	12	18
Students with Disabilities	11	43	9784	100	100	100	491	491	485	17	30	58	67	48	19	17	17	19	0	4	4
Students without Disabilities	83	217	66236	95	97	99	501	507	504	16	14	23	32	28	23	45	48	42	7	10	13
Limited English Proficient Students	10	14	15198	100	100	100	462	462	483	100	100	59	0	0	25	0	0	14	0	0	1
Migrant Students	NC	NC	743				NC	NC	488	NC	NC	50	NC	NC	28	NC	NC	19	NC	NC	3
Economically Disadvantaged	38	92	35703				494	494	494	30	28	37	37	35	26	26	32	31	7	4	6
Non-Economically Disadvantaged	56	168	40274				503	510	509	9	10	17	34	28	20	51	50	47	6	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	260	75673	100	100	100	516	541	530	12	8	12	21	23	25	63	62	58	5	6	4
All Students (Prior Year)	78	239	74692	93	100	99	499	506	502	15	15	18	36	30	27	44	47	47	5	9	8
Female	43	123	37099	100	100	100	537	554	548	11	9	8	14	21	22	65	61	64	11	10	6
Male	51	137	38441	100	100	99	497	528	513	12	8	16	27	26	29	61	64	52	0	2	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	33	81	29305	97	99	99	497	525	507	22	11	16	26	31	31	48	57	51	4	2	2
Asian/Pacific Islander	--	NC	1665	--	NC	99	--	NC	573	--	NC	6	--	NC	16	--	NC	67	--	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	57	163	35760	100	100	99	525	547	550	8	7	9	17	20	21	69	64	64	6	8	6
Students with Disabilities	11	43	9706	100	100	100	539	506	462	0	5	36	50	57	32	50	38	31	0	0	1
Students without Disabilities	83	217	65967	95	97	99	515	544	536	12	9	10	19	20	25	64	65	60	5	6	5
Limited English Proficient Students	10	14	15115	100	100	100	385	385	471	100	100	26	0	0	38	0	0	35	0	0	1
Migrant Students	NC	NC	738				NC	NC	488	NC	NC	23	NC	NC	33	NC	NC	43	NC	NC	1
Economically Disadvantaged	38	92	35541				502	508	504	23	16	17	15	28	31	58	52	50	4	3	2
Non-Economically Disadvantaged	56	168	40091				523	554	550	6	5	9	23	21	21	65	67	64	6	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	238	75001	97	100	99	474	474	468	31	29	37	42	47	36	10	9	16	18	15	10
All Students (Prior Year)	75	213	71167	97	100	99	465	464	463	29	36	38	54	47	41	11	12	14	6	6	7
Female	39	124	36846	100	100	99	482	476	468	21	25	36	47	52	38	15	10	16	18	14	10
Male	32	114	37974	91	100	99	463	472	467	43	35	39	36	41	34	4	9	16	18	16	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	23	55	26675	96	95	98	443	451	448	53	48	52	37	37	34	5	11	10	5	4	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	43	167	37785	100	100	99	492	480	482	18	25	25	42	48	39	13	10	21	26	17	15
Students with Disabilities	12	31	8802	100	97	100	426	427	418	67	69	79	33	31	16	0	0	3	0	0	1
Students without Disabilities	59	207	66199	97	100	99	479	477	472	27	27	34	43	48	38	11	10	17	20	16	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	NC	NC	709				NC	NC	442	NC	NC	57	NC	NC	34	NC	NC	7	NC	NC	2
Economically Disadvantaged	22	65	29814				450	457	448	50	39	53	39	48	33	0	7	10	11	6	4
Non-Economically Disadvantaged	49	173	45170				483	480	479	23	26	28	43	46	38	14	10	20	20	18	14

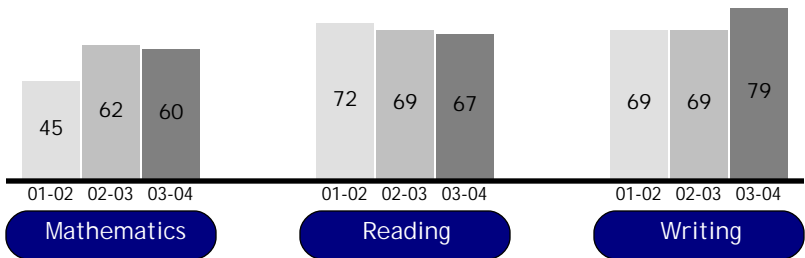
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	239	74918	99	100	99	493	505	497	30	23	32	30	23	19	23	36	35	17	19	15
All Students (Prior Year)	75	213	71100	97	100	99	501	510	502	19	15	25	27	24	21	42	45	40	12	16	15
Female	39	124	36805	100	100	99	504	509	501	26	19	28	23	21	19	23	40	37	29	21	16
Male	33	115	37936	94	100	99	480	502	493	34	27	35	38	25	18	24	32	33	3	17	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	23	55	26645	96	95	98	475	484	478	47	41	46	26	26	20	16	22	27	11	11	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	44	168	37773	100	100	99	504	512	511	20	17	20	33	22	18	25	40	41	23	21	21
Students with Disabilities	13	32	8801	100	100	100	455	454	448	63	67	75	38	33	13	0	0	10	0	0	2
Students without Disabilities	59	207	66117	97	100	99	499	508	501	25	21	28	29	22	19	27	38	37	20	20	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	NC	NC	706				NC	NC	467	NC	NC	55	NC	NC	22	NC	NC	20	NC	NC	4
Economically Disadvantaged	22	64	29785				476	486	477	47	40	47	16	19	20	26	34	26	11	8	6
Non-Economically Disadvantaged	50	175	45115				500	512	508	22	17	23	36	24	18	22	37	39	20	23	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	240	74503	100	100	99	474	513	491	9	6	9	36	23	32	52	59	51	3	12	8
All Students (Prior Year)	75	213	69001	97	100	96	485	494	490	17	12	17	44	41	37	39	48	45	0	0	1
Female	39	124	36686	100	100	99	498	535	506	6	3	5	29	16	29	60	67	57	6	14	9
Male	34	116	37644	97	100	98	445	489	476	14	10	13	45	30	36	41	51	45	0	9	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	24	56	26500	100	97	97	450	474	467	16	15	13	37	24	39	47	59	44	0	2	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	44	168	37606	100	100	99	487	522	508	5	3	6	35	23	28	55	59	56	5	15	10
Students with Disabilities	13	32	8662	100	100	100	383	383	409	38	38	37	50	50	42	13	13	20	0	0	1
Students without Disabilities	60	208	65841	98	100	98	487	518	499	5	5	7	34	22	32	57	61	53	4	12	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	NC	NC	701				NC	NC	449	NC	NC	17	NC	NC	43	NC	NC	38	NC	NC	1
Economically Disadvantaged	22	64	29587				467	479	465	11	13	14	37	26	40	53	57	43	0	4	4
Non-Economically Disadvantaged	51	176	44898				477	524	507	9	4	7	36	21	28	51	60	55	4	14	10

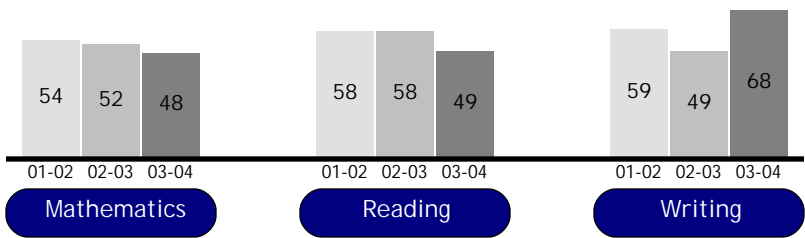
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

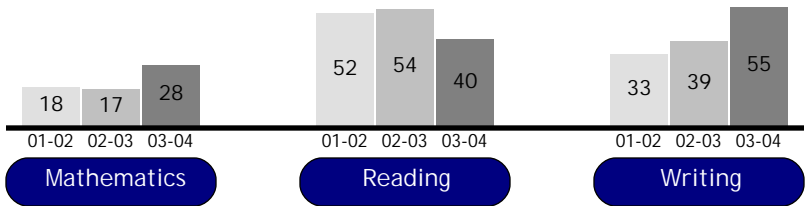
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

#### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

#### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	42	45	44	94	39	48	50	97	61	NA	58
	Language	92	31	39	39	100	35	40	43	97	45	50	50
	Mathematics	92	45	54	52	97	46	53	57	97	49	59	64
3	Reading	96	28	42	43	100	45	51	47	100	45	NA	55
	Language	96	37	45	50	100	50	55	54	100	44	56	61
	Mathematics	96	35	46	50	100	53	54	54	100	50	54	61
4	Reading	95	41	53	47	99	37	49	52	94	51	NA	56
	Language	95	39	49	45	99	39	49	48	100	41	48	52
	Mathematics	95	43	56	52	100	40	52	57	100	46	51	61
5	Reading	99	48	52	46	100	47	57	50	100	52	NA	55
	Language	99	48	49	43	100	46	56	46	100	46	53	49
	Mathematics	99	66	63	54	100	57	63	57	100	61	66	63
6	Reading	90	55	58	49	100	58	60	53	98	57	NA	56
	Language	90	44	46	42	97	51	52	45	99	44	53	48
	Mathematics	90	71	68	58	100	70	69	62	99	67	72	66
7	Reading	93	52	54	48	100	53	60	51	98	62	NA	54
	Language	93	57	55	51	100	54	61	54	98	70	70	58
	Mathematics	93	69	63	54	100	76	68	58	98	82	75	62
8	Reading	97	51	54	49	100	52	57	53	99	53	NA	55
	Language	97	44	50	46	100	49	54	49	97	49	59	52
	Mathematics	97	60	61	54	97	61	62	58	95	66	65	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Liberty Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Improve Physical Environment
- ü To Increase Parental Involvement
- ü To Create Fine Arts Opportunities
- ü To Advise in the NCLB Compliance Process

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.00
Other Professional Staff	6.00	Teacher Aide	11.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	1	0	0
4 to 6 years	10	1	0	0
7 to 9 years	4	2	0	0
10 or more years	8	7	0	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	5

## Resources Available at School Site

### Special Facilities

- ü One 30- station Computer Lab
- ü Full size Library
- ü Gymnasium/Auditorium

### Extracurricular Activities

- ü Science Olympiad 6-8
- ü Art Club 4-8 / Student Newspaper 5-6
- ü National Junior Honor Society 7-8
- ü Boys and Girls Volleyball 6-8
- ü Math Challenge Club 3-8
- ü Boys and Girls Basketball 6-8
- ü Student Council 5-8
- ü Baseball and Softball 7-8

### Social Services

- ü Breakfast and Lunch Program
- ü Mentoring Program
- ü Dental Services
- ü DARE Program 6th Grade
- ü Counseling Services
- ü Second Steps Program 7-8
- ü Rural Health Services (Clinica Adelante)
- ü Parenting Classes/ Motherhead

### Indicators of Success Based on Historical Data from 2003-04

#### School Achievements/Accomplishments 2003-04

- ü A deep volunteer parent base, a very active site council that encourages and monitors tutoring and academic assistance for the students and communication for the community, and a PTSO that actively raises funds for school activities and programs.
- ü Liberty provides extensive extracurricular activities for its 4th-8th grade students. A Liberty student represented our district at the regional Spelling Bee, and another qualified for the state finals of the Geography Bee at ASU last spring.
- ü Three of Liberty's teachers worked during the 03-04 school year toward their National Board Certification. They will be notified in December of 2004 if they will receive this certification.
- ü Liberty students represented the district at the regional Math Challenge competition with Westside Impact, placing in the top 25% of the competing schools.

### Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

### Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	74	72
Grades 3-4	77	60
Grades 4-5	83	80
Grades 5-6	82	85
Grades 6-7	71	90
Grades 7-8	66	50

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Liberty School has established policies and procedures that will enhance student responsibility, respect, and safety. Students participate in a schoolwide Responsibility program, an Emergency Plan has been compiled, and a Crisis Team has been formed. Liberty School has a partnership with the Buckeye Police Department for a grant providing a School Resource Office on campus three days a week.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Nancy Bogart	(623) 327-2810
Transportation Policy	Gene Rusch	(623) 327-2970
Community Resources	Jason Robertson	(623) 327-2810
School Nutrition Programs	Kathryn Austin	(623) 327-2975
Parent Organization	Thad McCloud	(623) 932-2836
Student Health/Nurse	Rachel Coppinger	(623) 327-2815

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.